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ABSTRACT

This issue, focusing on peace education, is one of approximately six newsletters which are issued each year by International Peace Research Association (IPRA). The purposes of IPRA are to conduct interdisciplinary research dealing with conditions of peace and causes of war; promote national and international studies and teaching related to the pursuit of peace; facilitate contacts between world scholars; and disseminate peace research. Four major sections in this newsletter deal with: 1) a letter from the Secretary of the Education Committee; 2) detailed reports on two conferences, namely, Education for Peace and Social Justice and Conference of the IPRA Education Committee, in which the Education Committee has been involved; 3) descriptions of different institutions and projects of peace education; and 4) news announcements concerning appointments, grants, and conferences. (SJM)

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Guest Editor: Christoph Wulf

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ERIC CLEARINGHOUSE FOR SOCIAL SCIENCE EDUCATION

AUG 15 1973

TABLE OF CONTENTS

I.	Letter from the Secretary of the Education Committee	2
II.	Detailed reports on two conferences in which the Education Committee has been involved	
	Education for Peace and Social Justice	3
	Conference of the IPRA Education Committee	7
III.	Different institutions and projects of peace education	
	Making the school an instrument for peace	12
	COPRED and the study of peace	13
	Institute for World Order	15
	Peace education in the supportive program of the German Society for Peace and Conflict Research	17
	Educational research projects of the Hessen Foundation for Peace and Conflict Research	19
	Developing a curriculum for peace education	21
	Conflict study and peace research in the revised Belgian educational system	25
	Promoting operational goals in peace education	27
IV.	News	
	Appointment to Chair of Peace Studies in Great Britain	30
	Institute of World Order	30
	The Hiroshima Institute for Peace Education	30
	Opening of the European Center for Higher Education in Romania	31
	Antidote for violence	31
	Peace education	32
	Charter of the International Association of Educators for World Peace	33

LETTER FROM THE SECRETARY OF THE EDUCATION COMMITTEE

This issue is the first one of the IPRA newsletters focussed on peace education, and is edited by the Secretary of the Education Committee. This fact alone indicates that IPRA is going to move more intensively into the field of peace education.

During 1972 - the first year of its existence - the Education Committee was involved in two large endeavours: The international convention »Education for Peace and Social Justice« (see report) and the first international conference of the Committee itself (see report), both in Bad Nauheim in the Federal Republic of Germany, November 1-5.

This year, the Secretariat will edit a book on peace education, to be sent to all persons entitled to the IPRA newsletter. The volume will include contributions on peace education from all parts of the world and will be distributed towards the end of the year.

This seems to be a necessary decision since peace education in many parts of the world is becoming an important part of the peace movement. At the present stage of its development peace education is depending heavily upon peace research. So at the beginning of the 70s, when peace research is quite a settled discipline, the peace research movement seems to be in a position to extend its work also into the field of education. This is a field in which increasingly more people are getting interested, and involves the issues of conflict theory, development theory and international structures.

All those involved in peace education are hereby invited to send the Secretariat a description of their projects, limited to 1-3 pages, by September 1, 1973. The intention is to include these descriptions in another newsletter on peace education or perhaps even in a separate brochure to be distributed within the IPRA framework. It is hoped that through this effort, communication among those involved in peace education activities can be improved. It is suggested that all those responding to this invitation include information on:

- goals of the project
- content of the project
- strategies of the project
- prerequisites of the project
- state of development of the project
- project history
- sponsoring institutions
- name of project members and addresses of their location.

In peace education we still have a long way to go till we shall be able to come up with results comparable to those that peace research has achieved during the last decade. In many aspects the situation of peace education is

like that of peace research at the beginning of the 50s. It is hoped that the foundation of the Education Committee will contribute to the stimulation of the development of peace education within the IPRA framework.

Christoph Wulf
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EDUCATION FOR PEACE AND SOCIAL JUSTICE

Conference on November 1-4, 1972 in Bad Nauheim, FRG.

The hosting institutions that had sent out invitations to this first international conference on peace education problems consisted out of the following five institutions from the realm of educational research and peace research: the Society for the Advancement of Educational Research, the German Society for Peace and Conflict Research, the German Institute for International Educational Research, the Education Committee of the International Peace Research Association, and the World Law Fund.

Three hundred people from 29 countries responded to the invitation to this international exchange of ideas, initiated by Christoph Wulf, Secretary of the IPRA Education Committee. Among those present were numerous representatives from the socialist countries and from the Third World. The director of the conference attempted to bring to Bad Nauheim representatives from all societal groups that show interest in the problems of peace education. As a result there were among the participants well-known peace researchers such as Boulding, Galtung, Kothari, Mazrui, Mendlovitz, Senghaas, and educational researchers such as Gamm, Hentig, Hilligen, Hussen, Hausmann, Klafki, Lingelbach as well as numerous pupils, students, social workers, and teachers. By including such a heterogeneous group, the attempt was made to create a situation in which the communication to be achieved in real life between representatives of the various disciplines and between scholars and practitioners was brought to a test at the conference. Simultaneously thereby the attempt was made to break the traditional structure of scholastic and research-oriented conferences.

It was impressive to register the great number of topics and problems touched upon during those days. That holds for the large general meetings.

for the eight study groups and for the numerous discussions conducted on the side, in which an intensive exchange of ideas and experiences about initiatives in peace education in the various areas of society took place. One of the most important tasks of this conference was probably to provide the opportunity for such a transinternational exchange of ideas on questions concerning peace education. This enabled the individual participants and the teams working on peace education projects, which had been specially invited, to determine their own positions in the framework of the international peace movement, and on occasion to modify them where necessary. It was especially important for the participants from Western Europe and those from the USA to come into contact with the delegates from Eastern Europe, an opportunity which had only rarely presented itself in this fashion to the attending educators and which is probably unlikely to repeat itself in the near future. This holds true also for the exchange of thought with the representatives of the »Third World», who clearly articulated their positions on the function of education in their own countries and introduced to the majority of the participants many new aspects into the discussions.

During the course of the conference, three fundamental positions crystallized themselves: (1) a liberal system orientation, (2) a critical orientation towards society, and (3) the specific position of the »Third World». These three positions emerged during the general sessions and were brought more and more intensively to light during the work of the study groups. Obviously peace education must on the present level of discussion relate itself to one of these fundamental positions.

Within the framework of Western Europe - respective to the newer developments in peace research - emerged the tendency towards a critical orientation towards society. In the same manner in education - at least in the FRG - an attempt has been for some time under way to make »emancipation» a major goal in education.

In the course of the morning of the first conference day, the position in this context described as the critical orientation towards society was articulated in the brief presentations of Johan Galtung and Hans-Jochen Gamm and in the theses of Fritz Vilmar. According to them, peace education under the conditions of a capitalistic society must play a critical role with respect to society, if it is to contribute to a »positive peace».

On the afternoon of the first day came the presentation from Saul Mendlovitz and Hartmut von Hentig who emphasized the liberal-system-oriented position, whereby Hartmut von Hentig in addition attempted to bring into the consciousness of the participants the necessity of making the students' realm of experience the take-off point for peace education.

On the morning of the second day, the problems of the »Third World« were in the spotlight, with the demands of their representatives for autonomy and national self-determination as a prerequisite for social justice in international relations.

Subsequently, the participants divided into the eight study groups organized according to the wishes of the participants, who were given the opportunity to express their interests before the beginning of the conference. In some instances groups sub-divided again, so that in general one worked very intensively. So much the more, since most of the work groups were conceived as self-organizing learning groups. In many groups the controversies between the different positions in peace education became clear.

Additionally the question of the relationship between theory and practice in peace education played a major role. The question was articulated in relation to the relevance of the results of peace research for peace education, as well as in the framework of peace education itself. Thereby it became clear that a solution to this complex problem was still outstanding.

During the general meetings, the representatives of peace research were given a little more time than were the educators. This was planned accordingly since the majority of the essential concepts of peace education hitherto introduced originated in the area of peace research. As a rule educators and curriculum developers were given the responsibility to co-ordinate the work groups. Their results were recorded by specific rapporteurs and in part worked out further, whereby an important inventory of present-day discussion on problems about peace education was obtained.

The study groups formed themselves according to the following topics:

- fundamental concepts of peace research and peace education (Senghaas);
- questions on historically-oriented peace education (Kuhn), practice-oriented projects on peace education (Reardon);
- problems related to the development of a peace education curriculum (Nicklas);
- inquiry, legitimation, and realization of goals for peace education (Lingelbach);
- strategies for implementation of peace education (Galtung):
 - non-school activities,
 - measures realizable in instruction within the framework of the traditional school,
 - projects which extend beyond the limits of the instruction to be attained by the individual teacher,
 - re-organization of the structure of the entire school in relation to the society,
 - »international« school concepts and peace educational activities;
- aggression as a problem of peace education (Horn, Lischke, Selg);
- domestic dimensions of peace education (Schmidt, Vilmar);
- the relevance of the mass media for peace education (Hiller);
- the role of the »Third World« in peace education (Dasgupta, Hausmann, Kothari, Mazrui, Meueler).

In a way, the topics and the results of these work groups with their sub-groups indicated some of the areas in which peace education can be conceived and realized. During these days in Bad Nauheim it was possible to obtain an overview of the existing problems of peace education on an international scope. It will be an important demand placed upon peace education in the following years to define more precisely these problems and to develop strategies leading to their solution.

The proceedings of the conference will be published in German: *Erziehung zu Frieden und sozialer Gerechtigkeit. Materialien zur Friedenserziehung*, ed. Christoph Wulf, Munich: Piper 1973.

CONFERENCE OF THE IPRA EDUCATION COMMITTEE

at Bad Nauheim, November 1-5, 1972

1. *The background*

At its fourth conference in Bled in 1972, the International Peace Research Association decided to explore the possibilities of developing a program in peace education. From the brief discussion which took place at that conference, it became evident that there exist different and to some extent contradictory approaches to peace education within the peace research movement; it was decided, however, not to take any decision at that stage about contents and institutionalization of any program in this field. A committee was set up to discuss and, if possible, present proposals for future work to be undertaken by the association.

Some few words should be said about the background of this proposal. Peace research started out in the 1950s. Unlike many other research disciplines, it had no links to existing educational programs. Peace research represented a sharp break with conventional wisdom - as expounded in science, education, and dominant ideologies. Like most other sharp breaks, this one was carried out by a few individuals reacting against dangerous and negative consequences of existing trends. Completely new perspectives were introduced by this research, but these perspectives were strongly resisted by established interests which controlled, i.a., the educational institutions and the contents as well as form of the education given.

When, by 1971, peace education seemed to be in greater demand, this may partly have been due to the pioneering work of peace research. This alone would be only a very superficial explanation, however. More important is it that much wider segments of the public had become aware of the dangers of the developments taking place in the international system - the Vietnam war, the tremendous increase in military expenditures and development of destruction capacity, the ecocrisis, etc. It coincided with a generational conflict in which the pupils and students rejected domination by their elders (teachers, professors).

These two developments are interrelated: Traditional teaching was simply a transmission of »knowledge» based on existing trends - those very trends which were having even more negative consequences - and this eroded the belief in the value of the teaching. Demands for comprehensive changes in educational systems swept universities and schools. This is where a meeting between peace research and education seemed to become a possibility. Warnings were given that it would not be easy: Firstly, because the peace research movement still was ridden by disagreements about desirable and realistic approaches to peace; secondly, because the existing power structures still hold a solid grip on education, despite protests and demonstrations. The IPRA Peace Education Commit-

tee was therefore faced with a difficult task in exploring possible and desirable initiatives in this field.

A more practical and immediate question was that of finance. IPRA has an extremely modest budget which does not allow for the calling of conferences except at the cost of the individual participants. If they were to bear the cost, however, the meeting would be highly unrepresentative - it would be likely to be composed mainly of participants from the Northwestern part of the world. Fortunately, this problem was solved through a generous grant by the Deutsche Gesellschaft für Friedens- und Konfliktforschung, which made it possible to cover a substantial part of the expense including travel support to many of the participants from afar.

2. *Bad Nauheim*

Through this grant, it was possible to convene the first meeting of the Education Committee at Bad Nauheim, November 1-5, 1972. It was coordinated with the larger conference on Education for Peace and Social Justice, held during the same days, sponsored by the Gesellschaft zur Förderung Pädagogischer Forschung, Deutsche Gesellschaft für Friedens- und Konfliktforschung, Deutsches Institut für Internationale Pädagogische Forschung, and World Law Fund, and by IPRA. That coordination made enabled the Education Committee of IPRA to make use in its deliberations of the insights gained during the proceedings of the larger conference.

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3. *Tasks of the Bad Nauheim Conference*

This first meeting of the Education Committee aimed first to discuss various possible approaches to peace education; second, to make suggestions concerning the role of IPRA in this field.

First, the participants explored the common ground. There was agreement on the basic structural deficiencies of the present international system. In two main respects, it is organized in ways which make the realization of peace and justice highly difficult. One is the present organized peacelessness (*organizierter Friedlosigkeit*), within which a tremendous war machine (establishment) flourishes and is sustained by theories of deterrence; the other is organized dominance/subordination, which on the international level as well as the domestic leads to dysfunctional social relations, particularly in the so-called Third World. There was also agreement that education serves as one of the most potent forces in reinforcing and further developing these negative structures: education is controlled by elite groups and used for their accumulation of power in political, military, and other fields.

As to the question of how a peace-oriented education could be developed, however, disagreements came to the fore. Several approaches were manifested. They might be ranged on a continuum: One end is represented by advocates of a world order model (conceiving of world-wide organization with central institutions with more or less authority and reciprocal adaptation by states within a world system), the other is represented by advocates of local self-determination and non-interference (for whom peace education would have rather different contents in different parts of the world). Another dimension is that of the liberalist versus marxist: the former advocating improvements through

wider participation and social justice, the latter advocating comprehensive structural changes - if need be, through revolutions - before serious peace education could be meaningful.

What came forcefully through the discussions, however, is the need to be discriminate, i.e. to avoid using one model as relevant for the whole world at any given stage of development. It was agreed that the world is immensely divided and that immediate tasks are not the same in its different parts. What needs to be done on a global basis is to achieve some amount of reciprocal adaptation, mainly in the form that peace education in dominant states is directed towards the prevention of continued dominance and interference, while education in dominated areas is directed towards the achievement of autonomy and local development for social justice. There was agreement, however, that some amount of a world authority with modest power should be developed to help dismantle the present war machine - and that education should serve this task, also.

Whatever the approaches to peace, there was agreement on the need for comprehensive change in the form of education - the elimination of directive, vertical teaching and the promotion of a participatory education was seen as a necessity. Such participatory education conceives of learners and resource persons as cooperating in a joint creative process to develop a future, not to reproduce the past.

4. *The role of IPRA*

Taking into account the differences that had come to expression, there was agreement that IPRA should move carefully in this field. No one single model could be used in peace education on a world basis.

A variety of different initiatives should be encouraged, to be undertaken by different groups and institutions throughout the world, each one of them responding to needs seen as most pressing in the given area under the given circumstances. These initiatives should be made known to other IPRA members, and evaluation of them should be encouraged by the IPRA Education Committee. Also for financial reasons, IPRA is obliged to move very modestly in the first stage of developing peace education.

It was decided to set up a secretariat for peace education under IPRA. As the first secretary was appointed Christoph Wulf, of the Deutsche Institut für Internationale Pädagogische Forschung (address: Schloss-strasse 29, 6 Frankfurt/Main 90).

No further precise decisions were made on the tasks to be undertaken by him, since this will have to be developed over time. The following suggestions were made:

- that the secretariat should serve as a center of information on peace education projects and experiences throughout the world;
- that such information should be provided through the *IPRA Newsletter* and other means of communication;
- that national contacts (individuals or institutes) should be established in as many countries as possible. These should be available for responses to requests for more specialized information to anybody who demands it;
- that the names and addresses of such contact persons should be listed in the *IPRA Newsletter*.

5. Other discussion

There were also some discussions of the possibility of developing peace education activities directly run by IPRA. In particular, suggestions were made for setting up summer schools. Elaborate proposals for this were contained in a paper by John Shippee, in consultation with Hilkkä Piätälä and Asbjørn Eide.

After having discussed various possibilities, the conference concluded that IPRA should not bind itself to one particular approach to summer schools, but sponsor initiatives in cooperation with institutes and groups which could allow for different approaches. Again, no final decisions were made on which initiative should be sponsored; this was left to the Secretary of the Education Committee under the supervision of the Committee.

Being the first conference of the Education Committee, this meeting covered a wide ground but reached few precise decisions - which is natural, taking into account the novelty of the undertaking and the differences in approaches. It was agreed that more precise developments had to take place mainly on national or regional bases, but that over time also more globally-oriented education projects could be envisaged. Future conferences should deal with subjects which are specific and limited, such as:

- Translation and simplification of peace research materials so they can easily be used in peace education.
- Peace education/research projects which can be carried out in the schools.
- Participatory peace education.
- Structural violence in daily life and in society.
- Disarmament
- Peace research/education/action projects outside the schools.
- Alternative futures.

MAKING THE SCHOOL AN INSTRUMENT FOR PEACE

Jacques Mühlethaler

When one takes interest in man, his evolution and his blossoming, it is essential to use one's common sense. We live in an era in which governments have understood that if they wish to lift their countries from material poverty, it is necessary to make more men literate, therefore to open schools. Unfortunately, this education to the level of literacy in no way lifts man from his deep misery, as the human condition is not only material, but also moral and spiritual, as well as many other essential components which do not seem to be taken into account by governments when they set up curricula for schools or for literacy campaigns. This is why we are witnessing, in the so-called «developed» countries, a tragic collective dehumanisation, the deterioration of contacts, the disappearance of consideration and a frightening degradation of profound values upon which rests the harmony of society and its chances of developing in a non-violent way thanks to more understanding and justice. These values are: respect which protects, tolerance which opens, and a sense of our responsibilities which bind. These three values are as necessary to living on good terms as are our feet for walking or our eyes for seeing.

The role of the school, of alphabetisation, is not only to teach children to read, but also to *live*. This role is based on the three following factors:

- to encourage the physical and mental blossoming of the individual;
- to cultivate the moral and economic independence of the individual;
- to expand his capacity to communicate meaningfully with others.

To do this, it is our duty, we, adults, teachers or not, members of parliament or simple citizens, to *rethink the school*, in order to adapt it continuously to the needs of human life. In fact, compulsory schooling, mother of modern times, is the true lever of humanity. This is why it must also be man's shield.

We very much believe in teaching as a means to develop knowledge and conscience, to inspire with an ethic. This is why teaching must be humanising, to meet reality and prevent man from going to his own destruction.

As necessary as the highway code is, so we feel is the «*school code*». Neither should alienate our freedom but bring us security according to our reciprocal rights and duties. This is why, through what we have called the *universal principles of civic education*, we have tried to codify, very generally and at the same time concretely, the use of the school.

We therefore offer to your consideration these principles. So far the governments of 33 countries have agreed to the application of them in their schools:

- Schools are at the service of humanity.
- Schools pave the path for mutual understanding to all the children of the world.
- Schools teach respect for life and man.
- Schools teach tolerance, this quality which allows us to accept in others' feelings, methods of thought and action different from our own.
- Schools develop in the child the sense of responsibility, one of the greatest prerogatives of man. The more his condition improves, the greater responsibility must he assume.
- Schools teach the child to overcome his egoism. They help him to understand that humanity can only progress by personal effort and active collaboration.

To understand and to respect - to love and to serve - that is the spirit of these principles.

For any information, apply to

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COPRED AND THE STUDY OF PEACE

The development of peace studies and peace research is long overdue. Within this decade, however, the systematic study of the conditions and structures necessary for peace could produce both a transdisciplinary academic field and a peace technology which draws upon that field. The different dimensions of peace development now evolving - community conflict management, international peacekeeping, third-party intervention, citizen conciliation, transnational systems, nonviolent national defense, disarmament/transarmament, peace education at all levels, alternative world order models - all will require an infrastructure of peace-oriented research and teaching which does not now exist. The Consortium on Peace Research, Education and Development is working to create that infrastructure.

The growth of peace studies/research requires consultation within the educational system; funding, of course; and, above all, an effective network of communication through which peace-related knowledge can be shared with students, with the general public, and with policymakers. In this growth process, COPRED's primary purpose is to maximize the above and to minimize duplication of effort, miscommunication, false starts, and competition in a field that can afford none of these.

COPRED's community-building occurs not only within academe, but concerns as well the void separating scholar and practitioner - theory and practice are interdependent in the production of peace-related knowledge. Consortium members, therefore, include educational institutions and program organizations, researchers and teachers, academicians, and actionists. By facilitating communication among institutions and individuals concerned with peace-related knowledge, COPRED accelerates the community-building process.

The Consortium's formal goals are

- 1) to serve its member institutions through:
 - consultation on development of peace studies programs,
 - production of curriculum materials for such purposes,
 - assistance in securing funding for appropriate projects;
- 2) to initiate and facilitate joint projects through COPRED Task Forces, in several key areas:
 - *peace research inventory* - organizing and presenting past and current research in testable, usable forms,
 - *peace research utilization* - working out the process and the structures by which both policymakers and peace actionists can use scholarly research for peace-related ends,
 - *curriculum materials development* - the production of texts, modules, and other teaching materials and methods for peace education,
 - *consultation and exchange* - the creation of regional peace studies/research networks through conferences, domestic and transnational faculty/student exchange, and an annual conflict management institute at a member-university.
- 3) Finally, to stimulate involvement of the established academic disciplines in the production of peace-related knowledge, through sessions, panels, and exhibits at professional meetings.

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INSTITUTE FOR WORLD ORDER

The Institute for World Order is a nongovernmental organization created in 1961 with the name of World Law Fund to engage in a variety of educational activities leading to the development of world order. Its School Program was established in 1963 for the furtherance of world order studies through development of curriculum materials, devising of teaching methodology, and training teachers in the use of such materials and methods. World order, as it is defined by the Institute in its basic research program and in its teaching materials, is a field of study exploring the obstacles to the realization of certain value-centered goals and seeking to devise appropriate strategies and methods for overcoming those obstacles and achieving those goals. The goals and values espoused by world order studies are war prevention and the minimization of violence among nations; promotion of economic welfare throughout the world; expanding the degree of social justice enjoyed by men by reducing injustice, discrimination, and exploitation; increasing the degree of participation on the part of minority groups and individuals in making political decisions by expanding the democratic base of public policy-making to include more of those affected by such policies; and restoring the environmental balance by reversing the current lethal trends of ecological destruction of the planet.

The Institute has engaged in a campaign to introduce world order studies into the secondary schools and universities throughout the United States and has also cooperated with educators in other countries interested in pursuing the same goals within their educational system. At the university level the programs generally have been introduced into departments of political science and international relations, although more and more interdisciplinary courses on problems of world order are beginning to appear as offerings in college catalogs. In the secondary schools, world order studies are now included in many social studies courses in grades 7 through 12. The major concentration, however, is currently in the 11th and 12th grade courses which deal with international relations and/or world problems or world politics, or problems of American democracy and/or American history.

Materials are currently being developed for all grades 7 through 12, with the projected program of development ultimately to include all grades K through 12. The materials at present available for use in the schools are most appropriate for grades 10 through 12. These are varied in form and complexity, but all are inquiry-oriented in their approach and participatory in the learning style which they encourage.

The Institute has devised a number of simulation games and role-playing activities. One such game, *Conflict*, is unique in that it is a projected futuristic disarmed international system which students are encouraged to analyze and evaluate through a simulated crisis occurring within that system in the

year 1999. Simulation as a teaching technique is a significant part of the Institute's program. An article outlining the rationale for its use and the learning goals sought thereby was published in the *High School Journal* in November 1971, and reprints are available from the Institute of World Order (a brief extract from the article had already been published in the CTIR newsletter of January 1971).

Other simulations deal with the present international system in an attempt to help students analyze the problems and danger potentialities of the current system of «stable deterrence». One of them, *Confrontation*, is embedded in a multimedia package based on the Cuban missile crisis, the event which most clearly demonstrated the danger-prone aspects of that system. The unit contains sound filmstrips using American and original Cuban and Soviet sources to show the background and perspectives of the protagonists in the crisis. Another deals with the chronological build-up and evolution of the crisis. Between the showing of the first three and the last filmstrip, a decision-making game places the students in the roles of advisors to the policy-makers of the United States and the Soviet Union and gives them an opportunity to weigh the danger and opportunities within the system. They compare their own decisions, after the showing of the final filmstrip, with those of the actual leaders in the situation, and analyze and evaluate the system to determine whether or not they believe it is an effective one for the purpose of keeping peace. This final question is in fact the key to world order inquiry: what kinds of systems, processes, and policies will help keep peace and work towards the other four goals of economic welfare, social justice, full participation in the political process, and environmental balance?

In addition to the participatory and inquiry nature of the materials, they seek to develop valuational skills which will enable students to make judgments about policies in terms of whether they lead toward values which they prize, or oppose because they do not benefit themselves or any of the groups of which they are a member, including mankind. Some of these valuational exercises are introduced within an affective context through the use of films and literature. The Institute has produced a film of its own, *The Hat*, available through McGraw-Hill, and has teaching guides to a variety of other films which can initiate discussion into the values related to world order studies.

Methodologically, world order depends heavily upon «futuristics» and attempts to develop skills of prediction and planning in connection with the devising of plans for preferred world systems.

The Institute invites inquiries from educators interested in the problems of the survival of mankind on planet earth. It will provide listings of currently available materials and can assist such educators in setting up their own programs through the services of field consultants, many of whom are currently

cooperating with the Institute to introduce the subject into as many schools as possible. These consultants are practicing class-room teachers and teacher educators who have been involved in the development and testing of the materials and methodology and who are prepared to assist their colleagues in mastering these techniques and setting them on the way to developing their own techniques to enrich the general pool of world order materials and teaching methods. Educators seeking information or assistance related to world order studies are invited to write to Betty Reardon, School Program Director, Institute of World Order, 11 West 42nd Street, New York, N.Y. 10036.

PEACE EDUCATION IN THE SUPPORTIVE PROGRAM OF THE GERMAN SOCIETY FOR PEACE AND CONFLICT RESEARCH

Mechtild Fischer

»Educational Conditions for Peace« is the title of one of the nine points of emphasis which the board of trustees of the GSPCR set for the support politics barely two years ago. By this wording, it wanted to convey the idea of »research on problems, methods, theories and possibilities of the application of education as an instrument for the carrying on and keeping of peace«.

The wording is so general that it allows the enhancement of a very broad spectrum of plans. Since during the first, two-year phase of the work of the granting committee of the GSPCR no initiative measures were taken, which would have meant the setting up of an aid program according to own ideas, the approaches of the funded projects reflect for the time being the interests of various research people, who of their own initiative submitted these proposals.

A survey indicates that a major need exists for basic information, discussions on principles and an international exchange of experiences, which then can indicate the beginning of an extensive research in the area of peace education in the FRG. Thus it led to the support of the commission for peace and conflict research of an international congress »Education for Peace and Social Justice« in October 1972 in Bad Nauheim. Under the direction of Christoph Wulf, German Institute for International Educational Research, 300 participants from different countries, from educational and peace research, from politics, from administration and the practice itself, were led into discussions with numerous distinguished peace researchers from all over the world (see report). In connection with this congress it was possible for the Education

Committee of the International Peace Research Association to get together for its first conference, to develop a plan for the next few years.

A discussion of a small group of experts from the field of peace research with representatives from scientific organizations and funding institutions is to work out methodical and organizational strategies under the guidance of Christel Küpper, Study Group for Peace Research, Munich, which are to serve the purposes of peace education. — In the summer of 1973 the Study Group will present results of a project, entitled »Research Reports and Problem Catalogs for Research in Peace Education«, which will be an inventory of hitherto presented research results and problems for new research projects.

Finally, the GSPCR made it possible for Prof. Hartmut von Hentig, University of Bielefeld, to participate together with a colleague as instructor and researcher in a seminar entitled »Education for a Global Community of Man« sponsored by World Law Fund at the Centro Intercultural de Documentacion in Cuernavaca. This seminar was held in the spring of 1972, and had as its goal to introduce an international group of university teachers specialized in teacher education to the topic of the conference and simultaneously to allow them to contribute to the development of teaching materials.

In addition, however, the GSPCR was able to fund the development of some major curricular projects. Thus Prof. Dr. Annette Kuhn, Teachers' College Rheinland, Division Bonn, is working with an interdisciplinary team on a documentation and on teaching materials for the social studies with regard to the topic »Peace in Europe 1815-1914«. The team attempts to treat the topic considering social scientific, as well as historical and curricular aspects, and to come up with an integration of humanistic approaches and those approaches critical of society.

A team of educators and political scientists from the University of Tübingen under the direction of Dr. Wolfgang Kralewski is pursuing a study on »The Function of Instructional Models for Peace Education«. The models are measured by their own aims and on the basis of their specific curricular approach, in order to develop, based on the results of this analysis, new models.

Finally, a group of members from the Hessen Foundation for Peace and Conflict Research, Frankfurt/Main, recently began a study under the guidance of Prof. Dr. Hans Nicklas. It is entitled »The Establishment of Principles for the Development of Strategies and Curricular Models Towards the Breaking Down or the Alteration of Aggressive Behavior in Children of Pre-School and Primary School Age« (see report).

Above and beyond this it must be borne in mind that through the movement »Education Towards International Understanding« the FRG has already a long tradition in peace education, implemented within the framework of various institutions. — The people handing in proposals to the GSPCR are

as a rule researchers who have received their real impetus from the development of the newer, i.e. the critical, peace research. But also from this approach work is being done on a much broader basis than is noticeable from this survey. The Commission for Peace and Conflict Research hopes that, in addition to further financial aid, it will be able to provide greater support also through an intensified output of information for researchers as well as all other interested institutions and the public interested in the development of peace education.

All details on the projects mentioned as well as on the complete program can be obtained through the irregularly appearing »DGFK-Informationen«, which are obtainable free of charge at the GSPCR office, Theaterstr. 4, 53 Bonn-Bad Godesberg.

EDUCATIONAL RESEARCH PROJECTS OF THE HESSEN FOUNDATION FOR PEACE AND CONFLICT RESEARCH

Apart from its main research project, on the »Arms Race Dynamics in the East-West Conflict and Possibilities of Control«, the HSFK is conducting several research projects on the problems of application of peace research to educational practice. The following list can only give a rough idea of the projects. They are described in detail in the *Newsletters* and *Research Reports* of the HSFK.

1. *Origins, structure and consequences of external enemy images in the FRG*

Since the French Revolution, not only constitutions and political leaders but also foreign policy has needed legitimation from the population. Often foreign policy functions as a vehicle for domestic stabilization. Particularly the enormous burdens of armaments must be made possible through psychic manipulation of the tax-paying populace. Enemy images are an important condition for the functioning of the deterrence system.

In this study, the development, function, and manipulability of friend-enemy clichés are to be analyzed. The main sources are governmental declarations, opinion polls, and schoolbooks; various methods of content analysis will be used. The examination of schoolbooks from the period 1949-1970 is of particular pedagogical value. The study will concentrate on stereotyped descriptions of historical and political events, especially the friend-enemy image as one of the cliché patterns of interpretation regarding international politics.

2. *Learning for peace and the educational operationalization of peace research*

In recent years, peace research has advanced from limited to highly complex approaches encompassing a wide range of levels of analysis, i.e. from the individual to the international system. Peace education in particular has become part of the »praxeology» of peace research. For peace research to live up to its claims, it must be a science committed to social change. The *Praxis*-orientation needs to be applied to all levels: with respect of the learning capacity of macro-systems as well as with respect to socialization experiences in early childhood.

The project described here is limited to the construction of curricular models for secondary school teaching, i.e. grades 5 through 13. It is contemplated to derive learning aims and objectives from a systematic perusal of the literature on peace research, employing a yet to-be-developed procedure that will satisfy the criteria of rationality, perspicacity, and replicability. However, psychological and sociological studies will also be relied upon to identify relevant learning aims of peace education. The next step, then, consists in explicating the substantive rationales of these learning aims, in weighting them on the basis of ordering principles derived from the literature on peace research, and in putting them together into meaningful combinations. Finally, they will be operationalized to indicate the way in which a given learning aim can be achieved. Furthermore, methods will have to be developed to evaluate the achievement of learning aims by individual students. While constructing these curricular models, special consideration will be given to interaction models between teacher and student.

Apart from that, methods will have to be developed which enable a self-organization of the learning group. We believe that peace education can be successful not if taught in an authoritarian fashion that concentrates on instructions by the teacher, but only if the pupils are allowed to participate in formulating goals and selecting the methods of learning, and in organizing the lessons.

3. *Teaching-models for social science*

To accelerate the process of translating the findings of peace research into school practice, the HSFK has started a project in which teachers - who have been exempted from teaching duties - develop teaching-models, using research findings of the HSFK staff. As the first topic, problems of less developed countries have been selected. These teaching-models will adapt the findings of peace research to pedagogically useful concepts, and will gather material for teachers. The models will be tested in class, corrected and improved, and made available to schools.

4. Strategies and models of peace education for reducing or altering aggressive behavior among pre-school and primary school children

The project starts from the hypothesis that aggressive behavior originates in and is formed in a process of social learning. It is further assumed that aggressive behavior can be changed. The study attempts to comprehend the possibilities and limits of such alterations through pedagogical influence. The aim is to develop strategies and models for peace education which can be empirically tested in schools. The project concentrates on pre-school and primary school education because there is agreement among scientists that learning processes start in early childhood and that behavior patterns become fixed in the personality structure of children relatively early.

The strategies and models to be developed cannot be restricted to the cognitive aspects; affective and psychomotoric goals of learning must be included. Considering the state of the art, it can be assumed that the models must be action-oriented if they are to initiate changes of attitude. It is within the scope of this study to discuss the question whether the goals of altering aggressive behavior among children presupposes behavior changes among educators and parents. The models will probably have to be built so as to encourage learning processes among educators as well.

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DEVELOPING A CURRICULUM FOR PEACE EDUCATION*

An Approach in the Netherlands

The working group concerned with peace education of the Polemological Institute of the State University of Groningen, and the Foundation for the Upbuilding of Peace («Vredesopbouw») in The Hague have launched the development of a peace education curriculum. It is aimed at the level of pupils attending the third form of the HAVO, i.e. for 14 and 15 year olds who are not prepairing for university entrance.

* As regards the didactic and methodical principles underlying this project, see Heft 3/1970 *Friedenserziehung im Schulunterricht*, Aus dem Niederländischen Studien für Friedensforschung E. V., Bernhard-Borst-Str. 3, 8 München 19, Germany.

It is the ambition of the work group that, after the realization of the curriculum, teachers and pupils wanting to discuss problems connected with war and peace, as well as problems about cooperation in the field of development, will be in a position to choose such educational appliances and procedures as they may deem useful to achieve their own aims.

The curriculum will consist of the following parts:

- 1) a systematic survey of the problems of war and of development;
- 2) a number of case-studies of conflicts related to these;
- 3) (as part of each case-study) a discussion of the repercussions which the conflict has on Dutch society at different levels: the so-called Dutch component;
- 4) a teacher's manual, questions and assignments;
- 5) an explanatory list of ideas.

The work group's assumption is that it is essential that such a curriculum be developed within the framework of constant discussions between teachers and pupils, authors, didacticians and producers.

Method and planning

The project will require the cooperation of 28 teachers and about 100 pupils. The first permanent group of teachers has already met several times. It consists of seven teams from six schools; a team is composed of a geography teacher and a history teacher. The permanent group of teachers is to meet once every three weeks over a period of 1 1/2 or 2 years.

A permanent group of teachers is to consider four case-studies yearly. This will take place in two periods of ten weeks each, one before and one after the Christmas holidays, two case-studies to either period. Thus a team will devote about two thirds of the school year to problems connected with war and peace and with cooperation in the field of development. The remaining fifteen weeks can be spent by the teachers on the usual syllabus of the third form HAVO.

The meetings of the permanent group of teachers will continue irrespective of their pursuit of the subject in hand in class. During the meetings the objectives and the material used will be evaluated continuously. The information acquired from these meetings will be used for clarifying objectives and improving educational appliances and forms of work.

The second group of teachers is being formed and will operate along the same lines. Thus twelve case-studies can be developed between 15 August 1973 and 1 January 1975. If the permanent groups of teachers are willing to do so, and if the financial means required are available, another four case-studies will be tackled between January 1975 and August 1975.

Deliberations are still being held with the Inspectorate for Continued Education about facilities needed by the teachers with a view to departures from

the ordinary school curriculum. On the part of the working party and the first permanent group of teachers, alterations have been made in the planning first proposed, to ensure the least possible infringement of the curriculum and at the same time to safeguard conditions for fruitful progress. It is the fixed purpose of the working group to operate within the structure of existing education programs.

Working in teams

The permanent groups of teachers have been made up of teams of teachers of different disciplines, for three reasons:

- 1) The different aspects of the problems connected with war and peace, and with the cooperation in the field of development projects, can be treated by the teacher most familiar with them.
- 2) The members of the team can mutually consider what would be the best way, as classroom work, of treating these problems.
- 3) The relations within the group between the pupils and the two teachers are a special safeguard for a many-sided discussion.

Composing discussion material

Apart from systematic discussions, the following subjects will come up for illustrative purposes:

- 1) the socio-economic development of Ghana and the renewal of the structures in the cocoa and bauxite industries in the Netherlands;
- 2) the socio-economic development of the Sudan and the renewal of the structure of the textile industry in the Netherlands;
- 3) the socio-economic development of Cuba;
- 4) sugar (cane and beet), and Dutch agricultural policy within the Common Market;
- 5) deep-sea shipping for the developing countries;
- 6) the development of Angola and the war of liberation with Portugal;
- 7) the rise of the cold war 1945-1949;
- 8) the Middle East conflict;
- 9) the Greek coup of 1967;
- 10) the war in Vietnam;
- 11) the Cuban crisis of 1962 / arms race, arms control and disarmament;
- 12) Czechoslovakia 1968.

The first six of these subjects will serve to bring up for discussion essential problems in the field of cooperation for development. In discussing the second group a clarification of the problems connected with war and peace is aimed at. There are also suggestions for subjects of the four case-studies which

may be developed from January to August 1975; however, these have not yet taken definite shape. They are:

- 1) the Dutch policy with regard to development projects;
- 2) Indochina (evolution-revolution);
- 3) the conflict between India and Pakistan and the birth of Bangladesh;
- 4) synthetics, Club of Rome, and DD2.

The following considerations have been instrumental in deciding on the subjects to be studied by the pupils:

- the initiators believe it is possible, in using this series of case-studies, to bring up for discussion the essential problems connected with war and peace and with cooperation in the field of development projects;
- it has been taken into account that the case-studies would have to fit in with existing syllabuses;
- in certain cases, the topical character of a case-study and the impact of the conflict on post-war developments have been under consideration;
- the involvement of the Netherlands in the conflict is considered, as is:
- the political balance within the whole of the subjects.

The component part of the Netherlands

If possible, the case-studies will all contain material relating to:

- the importance of the problem or conflict for Dutch society;
- the process and results of the formation of opinions in certain communities within Dutch society;
- opinions formed and decisions taken by a wide range of Dutch institutions, organizations, and groups, influencing the solution of the problems in question, or intended to do so (the Government, Parliament, political parties, trade union, trade and industry, the Churches, action groups, etc.);
- essential questions for the way in which pupils of these ages shape their own lives and conditions with an analogous relationship with problems on a macro-scale.

Working group concerned with peace education

The responsibility of the series of case-studies on problems connected with war and peace and with the cooperation in the field of development to be issued will be undertaken by the above working group.

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CONFLICT STUDY AND PEACE RESEARCH IN THE REVISED BELGIAN EDUCATIONAL SYSTEM

Pierre Deleu, Institute for Conflict Study, Antwerp

As conflict education and peace education are already introduced in the new curricula of the public high schools subject to the Flemish Minister of Education, the most urgent problems concern the practical realization of those curricula.

A first observation: on the level of the primary schools new curricula are in progress. In our universities little or nothing is being done, except in the University of Brussels (Flemish) and in the University of Louvain (also Flemish) where a course does exist in the department of political and social sciences.

A second one: we do not propose conflict resolution, conflict reduction or elimination of conflicts as universally ideal. We do think that conflict management can be as important. The emphasis or the choice depends on the problem to be solved.

We encounter at least three series of problems:

- 1) concerning the branches in which those matters should be introduced
 - 2) the content and the educational means
 - 3) the training of the teachers in charge.
- 1) For the moment those matters are introduced in:
 - social studies (*maatschappelijke vorming*)
 - history
 - non-religious ethics (this does not mean that in lessons on Catholic religion, those problems are not discussed - on the contrary)
 - 2) The content and the educational means do not seem to be an essential problem as there exists enough valuable and valid information and documentation in different countries. With the necessary adaptations it can be used. We believe that one of the essential conditions to real conflict- and peace education is to accept the autonomy of the teachers, even as to the content they choose for their lessons, provided they are honest with themselves and logical to their situation.
 - 3) The Institute for Conflict Study in Antwerp was asked by the relevant authorities to analyze the current situation of the teachers in terms of the matters we are interested in. The problem is: is their training adequate? In our view this is essentially a question of re-orientation rather than of a new training (we call it »recyclage«).

Some general principles and attitudes we accept for the moment as granted:

- We start from the existing situation. We accept e.g. the current Belgian educational system, even if we are convinced that in the future more or less profound improvements will be necessary.
- The teachers in function are »intelligent» or not. In the latter case, we had better quit and go to the nearest cafe or bar.
- Overstuffing and indoctrination are the worst way to conflict- and peace education, as they destroy any attempt to autonomy. Autonomy does not necessarily imply peace- and conflict education or management. Nevertheless, we think that it is the first step to it.

Some practical points

As our commission is quite new we have had to start with some preliminary meetings:

- 1) first with the inspectors concerned, the directors of the local groups who studied some problems of the new curricula and perhaps some teachers who already have some experience in the application of those curricula. (The new curricula were gradually introduced, first in a few »pilot-schools», but since this year they have to be applied in all high schools subject to the Flemish Minister of Education.)
- 2) Seminars will be organized on some topics, proposed by the persons quoted in (1) and by us, for all the teachers who are interested. They are sponsored and financed by the Minister of Education.
- 3) Those meetings are free, even if the teachers are invited by an inspector. If the meetings are well organized and geographically dispersed, attendance is satisfactory.
- 4) It seems necessary to establish a basic course as general framework for the teachers. Once this is done, we think that a few exposes and explanatory seminars will be sufficient.

We have as much as possible avoided a lot of »big» theoretical discussions on this level. The reason is not that we think that teachers are not able to understand them. We feel that it is sufficient to attract their attention to the problems in the introductory course, as they are not directly useful to their lessons.

But to those who are interested, we can propose information. It seems that this is in fact exceeding our commission and that it belongs more to a post-graduate course; to say nothing of the fact that a lot of those »problems» seem to be excellent exercises in verbiage and muddled thinking - supposing it is thinking.

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PROMOTING OPERATIONAL GOALS IN PEACE EDUCATION

Anatol Pikas, University of Uppsala, Sweden

Professional educators invited to conferences with peace researchers are usually struck with a powerful impression of the conference hovering high above grass-root level. At the same time there is an unmistakable need felt to come to grips with the challenge of practical application. The educator gets the impression that his presence is needed precisely in order to help peace research with that challenge. Motivated by the up-to-date materials submitted by the peace researchers and guided by the prevailing attitudes, the peace educator crystallizes the following starting points for his action:

The empirical basis for selecting materials: center exploits periphery.

Ethical imperative: help the periphery!

Presume that our peace educator seeks to avoid producing mere peace-talkers and tries instead to introduce peace behavior. He looks for suitable methods together with the pupils, thereby counteracting from the start his own position as a center of a periphery. Assume now that he observes empirically that the pupils are interested firstly in that part of the discussion dealing with interpersonal conflicts and then secondly with international ones. He notes that this tallies with the developmental psychologist's model of the development of the interests from the proximal space to the distal space, and he states the following:

Empirically: psychological development proceeds from proximal to distal space.

Ethical action imperative: do not force that development!

The first pair of empirical-ethical propositions may well reflect the opinion of most of those people who from a distance follow today's peace research. The second pair of propositions, on relevant laws of development for peace education, results from the present author's work since 1968 on a program developed in the service of peace education. The comments of about 1,000 high school pupils on these materials, continuously re-worked in light of these comments, have convinced me of the importance of this point of departure for peace education. The work has provided a rich background of experience and strategies, of which only a couple may be mentioned here: (1) definition of conflict resolution, and (2) introduction of rationality as a guideline.

If one is serious about the proposition that the center ought not to suppress the periphery, one cannot, in one's role as a center of peace and conflict education, prescribe a solution to those who are in conflict. In this program, then, the initial proposition is that *only the parties involved are sovereign in defining the resolution of the conflict*. From this, it follows that the work of a peace

educator (if he does not, for honesty's sake, change his title to combatant) *aims at educating the »parties to be» for constructive communication in future conflicts.*

The program for this education for communication is called *rational conflict resolution*. »Rational» stands here as opposed to »irrational». It denotes the principle of checking the first and short-sighted impulses to action in order to allow the later and far-sighted ones to appear and take part in decision-making and action. It connotes »balance» and »constructivity in a struggle to modify fixed positions». It does *not* stand as the opposite to »emotional»: what makes the checking of the first impulse (usually aggression) possible are the emotional leadings in the subsequent controlling thoughts about the consequences of these impulses.

Interpersonal conflict resolution is not the ultimate goal of the program. Already in the first gropings for common values included in the method, an introduction is given pointing to the principles acting outside the two embroiled individuals. We discuss the inappropriateness of social withdrawal and introduce the importance of the correcting support of others in the endeavor towards objectivity which in itself becomes rewarding. We give tips for the underdog on how to get a word with the topdog by including his fellows.

In the final section of the program, individual struggles for constructive resolution are brought into perspective with the conditions for international peace and with the global experience of »being in the same boat».

Since interpersonal conflict resolution problems become connected with the international ones only at the end of the program, this leads to a flash of insight (»aha»-experience), the dramatic nature of which has been testified to by the readers. The extended evaluation of the permanence of this effect will be investigated in coming stages of the project. Up to now we have only received spontaneous data on the effect of the program at an individual level. In principle the nature of the work is evident: we have a program intending *to complete verbal peace behavior with personal involvement and realistically reflected peace attitudes which will probably result in increased peace behavior in decisions and actions.*

In the above formulation it is implied that I consider the strength of this program to lie in the first stage of peace education. In the second stage, where a personal involvement (under rational control) is already a prerequisite, materials from other peace educators are available, needing only a connection with this initial stage now completed.

The relative differences in choice of materials and accentuation of goals in the various programs for peace education are of less importance compared with the straight fact that we really have a *concrete material* derived from explicated principles. The educational device in itself is important for an operational anchoring of the aims of peace research, perhaps also a step towards its deepening.

ing. In any case, operationalization involves a descent to the grass-root level and provides an opportunity to change our future in the desired direction.

REFERENCE

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NEWS

APPOINTMENT TO CHAIR OF PEACE STUDIES IN GREAT BRITAIN

The first holder of the Chair of Peace Studies in the University of Bradford is to be Professor Adam Curle, Professor of Education and Development at Harvard University, who will take up his appointment on 1 July 1973. The Chair, the first to be established in a British University, was founded jointly by the University and the Society of Friends, whose appeal for 75,000 pounds was met within ten weeks of its launching.

INSTITUTE FOR WORLD ORDER

World Law Fund, along with its parent organization, Institute for International Order, announces the change of its name to: *INSTITUTE FOR WORLD ORDER*, 11 West 42nd Street, New York, N.Y. 10036.

The Institute for World Order has awarded a \$9,000 grant to the Center for Global Community Education, Richmond College of the City University of New York.

The grant was made as part of the Institute's overall effort to improve and extend participation in world order studies for peace, social justice, ecological balance and economic welfare, in the New York metropolitan area.

Among the projects made possible by the 1973 grant are: a 13 week, in-service course for social studies teachers on peace and world order methodology, now under way at CUNY's Graduate Center; and a symposium on global population problems, to be held later this month. Findings of the symposium will be further explored at the 1974 World Conference.

THE HIROSHIMA INSTITUTE FOR PEACE EDUCATION (HIPE)

c/o Kyoiku-Kaikan, 2-1-19 Kokutaiji
Hiroshima 730, Japan

The Institute was founded in June 1972.

The enterprises of HIPE are as follows:

- 1) Research of content and methods for peace education in schools and homes, dealing with the problems of the local society in Japan, e.g. the problems of public hazards, as well as the problems of war and peace.
- 2) Investigation, collection, and preparation of various materials for promoting peace education.
- 3) International exchange with various organizations for peace research.

OPENING OF THE EUROPEAN CENTER FOR HIGHER EDUCATION IN ROMANIA

On 21 September 1972 the first European Center for Higher Education was officially opened by Mr. Rene Maheu, the director-general of Unesco, in Bucharest.

The original seed of the idea, expressing the need for an institution to facilitate the pooling of experiences among university people and the developing of cooperation among the European countries in the field of higher education, was planted in 1967 in Vienna, at the first meeting of the Ministers of Education of the European Member States of Unesco. A center for higher education seemed to be one of the most appropriate ways of putting this idea into practice - an institute in which a regional body would be set up to carry out studies and documentation work, responsible for strengthening the bonds between higher education establishments and for increasing freedom of movement among university people in Europe. This suggestion was approved by the General Council in 1970 and the work on this center proceeded until its fundamental completion in September 1972.

Its aim is to contribute to the development and improvement of higher education in Europe, all within the context of cooperation to be developed more and more among the States of Europe, cooperation limited in geographical extent but of great political significance. Many countries have made tremendous educational efforts to bring about reforms and to introduce innovations, but unfortunately independently of one another, not taking advantage of experience gained elsewhere. The problems are often common to most countries. Thus the Center's responsibility will lie in enabling States to make fruitful comparisons, so that each may benefit from the achievements of all.

It will also be responsible for facilitating travel and exchanges for teachers and students interested in sources of documentation and in looking for suitable partners for projects, and interested in the equivalencies between degrees and diplomas.

ANTIDOTE FOR VIOLENCE

A »Peace Research & Education Conference« was held on 12-14 October 1972 at the Center for Teaching About Peace and War, Wayne State University, Michigan, in cooperation with Iona College of the University of Windsor and COPRED.

PEACE EDUCATION

An »Education for Peace Conference« was held at the Pacem in Terris Institute, New York, 13-15 October 1972. It brought together more than 600 scholars, scientists, teachers, and religious leaders, coming from five continents and both East and West. The 55 panels were grouped into eight divisions: teaching peace studies, theory of conflict, contemporary conflict, Third World, conflict resolution, global politics, social transformation, and the environment. The panelists themselves came from over 50 universities and over 30 institutions associated with the study of nonviolence, peace, and conflict resolution.

Charter of the

INTERNATIONAL ASSOCIATION OF EDUCATORS FOR WORLD PEACE

The name of the organization shall be the International Association of Educators for World Peace.

Article I

The International Association of Educators for World Peace is founded to investigate and thereby to improve man's ability to live at peace; and to educate world citizens for peaceful co-existence and cooperation, ennobling their talents and environments as a joint process.

These purposes shall be achieved:

(1) By encouraging the development and use of peace research throughout the world's educational systems.

(2) By advocating the creation of United Nations universities for justice, peace, and progress in order to influence the power structure of the world through their function as international counseling centers, and by placing them, whenever possible, in areas of conflict for equalizing the flow of knowledge, for reducing aggression and for generating attitudes of fraternization.

(3) By encouraging the establishment of any world institution for learning that serves the spirit of the UN-Charter, and, also, by stimulating existing colleges and universities to implement programs of study related to the peace-building problems of man.

(4) By arousing in teachers and other educators a full awareness of their special responsibilities in moulding future generations for a peaceful world.

(5) By promoting that kind of education that will help each individual from his earliest years to develop his full human potential for constructive, peaceful living in the expanding communities in which he grows: family neighborhood, school local community, country; in fact, the whole of mankind.

(6) By seeking to enable individuals through constant educational improvement to resolve conflicts, personal as well as social, in the spirit of wisdom, charity, and duty.

(7) By supporting production and widespread distribution of educational materials for the furthering of social progress, international understanding, and world stability.

(8) By making the full use of mass media for the cause of peace, especially in proper communication of controversial views and issues, local and global, so as to maximize cooperation and conciliation.

(9) By suggesting to national and international leaders alternative approaches to the solution of national and international problems.

(10) By cooperating with authorities at various levels in implementing especially the Universal Declaration of Human Rights.

Article II

The Association, in pursuit of its purposes stated in Article I, shall act in accordance with the following principals:

(1) The principal of individual responsibility:

Zeal in the service of Man shall be regarded as a key to a healthy world. Therefore, every member shall in his daily activities assist in restoring worthy life wherever needed, and in building the world anew as a collaborative enterprise inspired by the idea of a peaceful, democratic world community.

(2) The principle of educational dominance:

Education in a wide sense of the word shall be regarded as the means by which man gains the insight essential to mastery of himself, his technical machinery and his social conditions. Therefore, the Association shall strongly stimulate universal and lifelong education in all parts of the globe and strive to enhance its value and quality, and its priority in budgetary planning by authorities.

(3) The principle of unity through diversity:

All peoples shall be regarded as belonging to the same human family and divided only by boundaries of steadily diminishing importance. Therefore, the Association shall seek to ennoble man to live without prejudice, and to cultivate the deep feeling of oneness and solidarity among all human beings.

Article III

To realize more quickly its goals, the Association will:

(1) Collaborate in the work of existing organizations that have related goals and purposes.

(2) Propose to other educational associations programs on peace problems that are flexible in nature and capable of being adapted and modified according to cultural background, environment, and the changing needs of people.

(3) Update educational means for the reciprocal dissemination of culture and elimination of illiteracy.

(4) Encourage education that is free of national biases, party politics, or religious prejudices.

(5) Stimulate tolerance in human beings so that they unhampered can contribute towards the welfare of mankind regardless of sex, nationality, race, religion, and culture.

Article IV

The International Association of Educators for World Peace shall:

(1) Seek to be recognized as having a universal status similar to that of the International Red Cross by transcending geographical boundaries in every aspect of its work.

(2) Strive to acquire international prestige for the Association and help to develop faith and confidence in it on the part of all who are concerned with the destiny of mankind.

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INTERNATIONAL PEACE RESEARCH ASSOCIATION

Purpose

- To advance interdisciplinary research into the conditions of peace and the causes of war. To this end IPRA shall undertake measures of international collaboration designed to assist in the advancement of peace research, and in particular:
 - To promote national and international studies and teaching related to the pursuit of international peace,
 - To facilitate contacts between scholars throughout the world
 - To encourage the international dissemination of research results and of information on significant developments of peace research

Activities

Every second year, general conferences on peace research are held. Four have been held so far: Groningen, Netherlands 1965; Tällberg, Sweden 1967; Karlovy Vary, Czechoslovakia 1969; and Bled, Yugoslavia 1971. The proceedings of these conferences are published in the IPRA series *Studies in Peace Research*.

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An Education Committee has been set up to develop the role of IPRA in the field of peace education.

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